

Childminder report

Inspection date: 2 March 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are settled, busy and focused as they play. They move around easily and carefully to explore. Children enjoy playing in this safe home-from-home environment. Toys and resources are easily accessible to children, and they independently select what they want to play with. Children have regular access to the outdoors. This provides them with more space to develop their large-muscle movements, health and well-being, which promotes their physical skills well. They have fun with the childminder and her assistant, who skilfully join in their play. The childminder assesses children's progress and extends their learning as they pursue their own interests. Children make good progress from their starting points.

Children benefit from the broad range of activities and resources in this well-resourced environment. They are motivated to learn. The childminder and her assistant use a range of methods to interact and encourage children's communication and language skills. Babies babble confidently and make lots of eye contact as they listen to the childminder's response. Older children speak competently as they explain their ideas and anticipate what is going to happen. Children develop strong emotional well-being. They listen to the childminder and understand simple rules. Children behave well.

What does the early years setting do well and what does it need to do better?

- The childminder is committed to building good relationships with children and their families. Children are happy and settled in the care of the childminder and her assistant. They demonstrate a strong sense of belonging as they put their arms out to the childminder and snuggle in for cuddles.
- Children engage and concentrate well. They develop their imagination as they join in role-play situations with the assistant. Older children have lengthy discussions with the assistant about food as they play, promoting their awareness of healthy eating habits. The assistant tunes into the children well and asks meaningful questions which encourage them to think and respond. For example, they talk about different food types and explore why some foods are healthy and others are not.
- The childminder has built secure partnerships with parents and other early years settings that children attend. She regularly communicates with parents in a range of ways that encourage them to be involved in their children's learning. The childminder assesses and discusses children's progress with their parents. She agrees next steps with parents, and gives helpful ideas for home learning. The childminder keeps up to date with changes in children's circumstances. She is sensitive to children's needs to ensure they are met. Parents praise the care and education that their children receive and say that the childminder and her assistant are like an 'extended family'.

- The childminder uses her observations of children to plan an exciting curriculum which takes account of children's interests, their age and their stage of learning and development. However, opportunities to extend older children's writing skills are not routinely available to enhance their learning to a higher level.
- Children are encouraged to learn about the world around them. They take part in regular outings in the local and wider community. For example, children explore a range of places of interest. This supports their growing curiosity, and develops their knowledge and awareness of people and the environment. Babies enjoy exploring the range of resources available. However, opportunities to routinely support their understanding and recognition of different textures are not always available to enhance their learning.
- Children are independent and confident, and they behave well. The childminder uses positive strategies for behaviour management and successfully teaches children about expected behaviours. Children learn to be kind, to share with each other, and take turns. They manage their feelings and behaviour well.
- The childminder provides good support for her assistant, which contributes to their professional development. They complete training and share ideas with a wider childminding group to further the opportunities that the childminder provides for children. The childminder evaluates her practice and quality of service to help her improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children in her care. She is able to identify possible signs of abuse, neglect, grooming and terrorism, and knows how to report her concerns. The childminder keeps her safeguarding knowledge up to date by attending regular safeguarding training. Her home is well organised, and she has suitable space for children to move freely. She regularly monitors and takes steps to minimise risks around her home to keep children safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- give older children more opportunities to extend their mark-making and early writing skills
- provide more opportunities to help younger children to develop their awareness of different textures, and enhance their learning to even higher levels.

Setting details

Unique reference number	EY404668
Local authority	London Borough of Waltham Forest
Inspection number	10128490
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	5 February 2015

Information about this early years setting

The childminder registered in 2010. She live in Leyton, in the London Borough of Waltham Forest. The childminder works with her daughter, who is her assistant. They both hold early years qualifications at level 3. The childminder's husband is a registered assistant. The childminder operates from Monday to Friday, 8am to 5.30pm, all year round.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The inspector and the childminder undertook a learning walk of the areas of the home used for childminding purposes and held discussions to understand how the early years provision and curriculum are organised.
- The inspector observed children as they were engaged in a variety of activities, and assessed the impact that these have on children's learning.
- The inspector spoke to children, the childminder's assistant and the childminder at appropriate times throughout the day, and discussed safety.
- The inspector looked at relevant documentation and evidence of the suitability of people living in the household.
- The inspector took account of the written views of parents.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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